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ABSTRACT

This document evaluates the effectiveness of the Los Angeles Unified School District's Academic English Mastery Program, a program designed to serve students whose lack of proficiency in standard American English is an impediment to academic performance. This study used random sampling, experimental and control groups, and three principle data collection instruments (writing and speaking language assessment measures, teacher surveys, and observation checklists). Three main conclusions are drawn: (1) The Academic English Mastery program is an effective program for improving academic use of the English language for African American speakers of non-mainstream English; better utilization of the program improved student progress, and program effectiveness can be improved if teachers are motivated to implement and utilize program principles to their fullest extent; and teachers with more experience and education are more successful in improving student achievement. Given these results, recommendations are made for expanding the program, including focusing on other nonstandard English language minorities in future program evaluations and conducting longitudinal studies to examine the long-term impact of the program. Included are an executive summary, several tables, an explanation of purposes and methods, a summary of findings, conclusions and recommendations, two appendices (the teacher survey and the observation matrix), and extensive references. (KFT)

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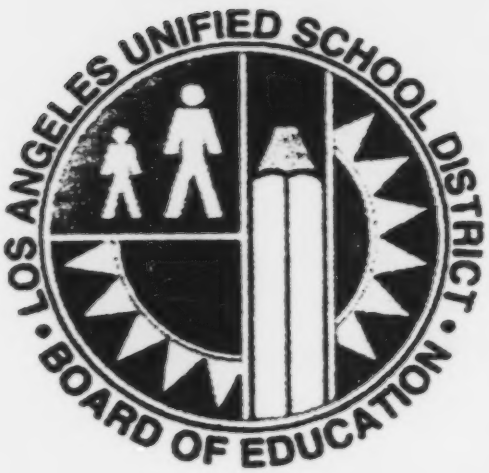
ACADEMIC ENGLISH MASTERY PROGRAM
1998-99 EVALUATION REPORT

Publication No. 781



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March 2000

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Academic English Mastery Program 1998-99 Evaluation Report

Abstract

The Los Angeles Unified School District's Academic English Mastery Program (AEMP) is a comprehensive and research-based instructional model designed to serve the language needs of students who are not proficient in Standard American English (SAE). The main purpose of this evaluation was to determine the effectiveness of the Academic English Mastery Program (AEMP) in increasing students' general and academic use of Mainstream English Language (MEL) as measured by the Language Assessment Writing and Speaking Measures. A pretest-posttest control design was used to examine the impact of the AEMP over time. The pretest-posttest condition allows measuring student academic gain influenced by confounding effects of maturation (time) and program effect. A control group was selected to isolate program impact from the maturation effect. In addition to a random sample of 16 elementary schools drawn from a population of 31 AEMP schools, 4 comparable schools without AEMP were also randomly selected as a control group. Both the experimental and control schools had over 50% African American enrollment. Random sampling was used to select 1 teacher and 10 students (5 males and 5 females) from each school.

The following instruments were used to collect data for this study:

1. Writing and Speaking Language Assessment Measures
2. Teacher Survey
3. Observation Check List

Findings

1. There was no significant difference between the experimental group, (program Participants) and control group (non-participants) at the beginning of the year, which indicates that both experimental and control groups were appropriately drawn from the sample population.
2. There was a statistically significant and educationally meaningful difference between experimental and control groups at the end of the program as measured by the Language Assessment Writing Test. AEMP program participants outperformed those who did not participate in the program.
3. Although there was a trend in favor of the experimental group on the Language Assessment Speaking Test, the difference was not statistically significant. One reason for this finding may be that the Speaking test was too easy for both groups of students.
4. The overall level of program implementation was about average with a wide range of average scores among schools. In some schools the program was highly utilized, and in others the level of program implementation was near or below average.
5. There were statistically significant but moderate correlations between some elements of program implementation such as "building upon the learning styles and strengths of African American Standard English learners" and students outcomes.
6. Moderate but statistically significant correlations were found between teacher years of teaching experience in general, years of employment in LAUSD, level of education, and student outcomes as measured by Language Assessment tests.

Conclusions and Recommendations

Based on the results of this study the authors have concluded that:

1. The Academic English Mastery program is an effective program in improving academic use of English language for speakers of non-mainstream English language.
2. Since better utilization of the program improved student progress, program effectiveness can be improved if teachers are motivated to implement and utilize program principles to their fullest extent.
3. Teachers with more experience and education are more successful in improving student achievement.

The authors' recommendations are:

1. AEMP be continued and expanded with a higher level of supervision of the implementation of the program. There are strong indications that this program is effective in improving students' use of school academic language. However, it is not implemented to its fullest potential in many schools. A closer supervision of the program implementation will increase its impact on student progress.
2. A series of writing and speaking tests should be designed to measure students' success at different grades and ages. Although the available writing test is appropriate for upper elementary grades (4 and 5), the Speaking test is too easy for 4th and 5th graders.
3. Other nonstandard English language minorities should be included in future evaluations.
4. Longitudinal studies should be conducted to examine the long-term impact of the program.

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March 2000

LOS ANGELES UNIFIED SCHOOL DISTRICT

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EXECUTIVE SUMMARY

Introduction

The Los Angeles Unified School District's Academic English Mastery Program (AEMP) is a comprehensive and research-based instructional model designed to serve the language needs of students who are not proficient in Standard American English (SAE). It was developed out of the 1989 LAUSD study titled- *The Children Can No Longer Wait: An Action Plan to End Low Achievement and Establish Educational Excellence.* This study identified strategies to develop and implement a rigorous district curriculum for students whose needs were not addressed in the LAUSD Master Plan for the Education of Limited-English-Proficient Students. Its recommendations included recognizing and valuing students' home language and teaching Standard English as a second language to speakers of non-mainstream English. Mainstream English Language or " School Language" was defined as the language generally utilized in classroom instruction, textbooks, standardized tests, and the language teachers expect students to demonstrate mastery in school related assignments.

The main purpose of this evaluation was to determine the effectiveness of the Academic English Mastery Program (AEMP) in increasing students' general and academic use of Mainstream English Language (MEL) as measured by the Language Assessment Writing and Speaking Measures. A pretest-posttest control design was used to examine the impact of the AEMP over time. The pretest-posttest condition allows measuring student academic gain influenced by confounding effects of maturation (time) and program effect. A control group was selected to isolate program impact from the maturation effect.

In addition to a random sample of 16 elementary schools drawn from a population of 31 AEMP schools, 4 comparable schools without AEMP were also randomly selected as a control group.

Both the experimental and control schools had over 50% African American enrollment. Random sampling was used to select 1 teacher and 10 students (5 males and 5 females) from each school.

The following instruments were used to collect data for this study:

1. Writing and Speaking Language Assessment Measures
2. Teacher Survey
3. Observation Check List

Findings

1. There was no significant difference between the experimental group, (program participants) and control group (non-participants) at the beginning of the year, which indicates that both experimental and control groups were appropriately drawn from the sample population.
2. There was a statistically significant and educationally meaningful difference between experimental and control groups at the end of the program as measured by the Language Assessment Writing Test. AEMP program participants outperformed those who did not participate in the program.
3. Although there was a trend in favor of the experimental group on the Language Assessment Speaking Test, the difference was not statistically significant. One reason for this finding may be that the Speaking test was too easy for both groups of students.
4. The overall level of program implementation was about average with a wide range of average scores among schools. In some schools the program was highly utilized, and in others the level of program implementation was near or below average.
5. There were statistically significant but moderate correlations between some elements of program implementation such as "building upon the learning styles and strengths of African American Standard English learners" and students outcomes.

6. Moderate but statistically significant correlations were found between teacher years of teaching experience in general, years of employment in LAUSD, level of education, and student outcomes as measured by Language Assessment tests.

Conclusions and Recommendations

Based on the results of this study the authors have concluded that:

1. The Academic English Mastery program is an effective program in improving academic use of English language for speakers of non-mainstream English language.
2. Since better utilization of the program improved student progress, program effectiveness can be improved if teachers are motivated to implement and utilize program principles to their fullest extent.
3. Teachers with more experience and education are more successful in improving student achievement.

The authors' recommendations are:

1. AEMP be continued and expanded with a higher level of supervision of the implementation of the program. There are strong indications that this program is effective in improving students' use of school academic language. However, it is not implemented to its fullest potential in many schools. A closer supervision of the program implementation will increase its impact on student progress.
2. A series of writing and speaking tests should be designed to measure students' success at different grades and ages. Although the available writing test is appropriate for upper elementary grades (4 and 5), the Speaking test is too easy for 4^{th} and 5^{th} graders.
3. Other nonstandard English language minorities should be included in future evaluations.
4. Longitudinal studies should be conducted to examine the long-term impact of the program.

INTRODUCTION

The Los Angeles Unified School District's Academic English Mastery Program is a comprehensive instructional program designed to serve the language needs of African American, Mexican American, Hawaiian American, and Native American students who are not proficient in Standard American English (SAE). It was developed out of the 1989 LAUSD study titled *The Children Can No Longer Wait: An Action Plan to End Low Achievement and Establish Educational Excellence*. The study identified strategies to develop and implement a rigorous district curriculum for students whose needs were not addressed in the LAUSD Master Plan for the Education of Limited-English-Proficient Students. Its recommendations included recognizing and valuing students' home language and teaching Standard English as a second language to speakers of nonmainstream English language. Mainstream English Language was defined as the language generally utilized in classroom instruction, textbooks, and standardized tests, the language teachers expect students demonstrate mastery in school related assignments.

A Language Development Program Committee convened from July 1988 through March 1989 to develop a comprehensive plan to provide staff development for district administrators and teachers which would include information on the history and development of nonstandard language varieties. The work of the committee was the extension of decades of study on this issue by educators and linguists across the country.

In 1989, the Los Angeles Unified School District Board of Education authorized the implementation of the districtwide Language Development Program for African American Students (LDPAAS) to address the language needs of the over 92,000 African American students. About 80% of students in this population were Limited Standard English-Proficient students. Implementation of the LDPAAS began in 1990-91 and originally targeted 19 elementary schools, with future plans to expand to middle and senior high school grades.

Since then, the program has expanded to serve 31 elementary and middle schools. In 1999, the program name was changed to the Academic English Mastery Program (AEMP) to reflect the program's broadened scope that included other students for whom standard English is not their home language.

This research-based instructional program provides teachers with techniques and resources for teaching Mainstream American English (MAE) to students for whom standard English is not their home language. The program incorporates into the curriculum instructional strategies that facilitate the acquisition of Standard Academic English in its oral and written forms without devaluing the home language and culture of students. The primary goal of the AEMP is to help Standard English Language Learners (SELLs) learn to use standard America and academic English proficiently, and in the process experience increased literacy acquisition and greater academic achievement.

For over 3 decades the language of African Americans has been researched and studied, and many theories posited on how it came to exist, and why and how it differs from, and/or resembles standard American English. Yet, in spite of the vast amount of research on the topic, a great majority of Americans, including educators, have greatly distorted notions about the nature of this language and other nonstandard language forms. Many view them as some sort of slang or corrupt forms of English. There is consensus among linguists, that African American language, Chicano English, Hawaiian Pidgin, and other nonstandard language forms are systematic and rule governed, and represent the communicative competence of those whose use them natively.

What we know is that a large percentage of African Americans from all socioeconomic levels use African American language as their primary mode of discourse, and that many young African American children acquire it as their first language. It represents the language of their home and early childhood experiences, and of social and parent-child interactions. In a resolution dated January 3, 1997, the Linguistic Society of America, a national body representing thousands of linguists, asserted that African American language "is systematic and rule-governed like all natural speech varieties" and its grammar and pronunciation patterns have been established by scientific studies over the past 30 years. They further testified that to refer to this system of language as "slang," "mutant," "lazy," "defective," "ungrammatical," or "broken English" is both incorrect and demeaning (Wolfram, 1997).

Language difference, which for many African American, Mexican American, Hawaiian American, and Native American students, takes the form of nonstandard or nonmainstream

language use, greatly impacts academic success. How teachers view the language of these students significantly influences the students' motivation to acquire literacy and other academic skills. The research reports that Standard English Language Learners experience the most difficulty in American schools and have the lowest achievement scores on standardized tests. The research also cites teachers' low opinions and misunderstandings about the language of SELLs as antecedents of failure (Hoover, 1979).

PURPOSE

Over time, the emphasis of this program evolved to include all students who are nonmainstream English speakers. Although the main objective of this program is to provide instructional help for all nonmainstream English speakers, the focus of this evaluation is on the impact of this program on African-American students to learn and be fluent in writing and speaking Mainstream English Language.

This evaluation report will address the following research questions:

1. Were the randomly selected samples (experimental and control groups) drawn from the same population? In other words, was there a significant difference in speaking and writing abilities between those who participated in the AEMP and those who did not participate in the AEMP at the **beginning** of the program?
2. Was there a significant difference in student achievement between those who participated in the AEMP and those who did not participate in the AEMP at the **end** of the program?
3. Was there a significant and meaningful gain in student performance as a result of program participation?
4. What was the extent the Academic English Mastery Program implementation in the participating schools?
5. What was the nature of the relationship between the level of program implementation and student outcomes?
6. What was the nature of the relationship between student outcomes and teacher's background such as experience, education, and training?

METHODS

DESIGN

This study used a pretest-posttest control design (Figure 1) to examine the impact of the AEMP over time. The pretest-posttest condition allows measuring student academic gain due to confounding effects of maturation (time) and program effect. A control group was selected to isolate program impact from maturation effect. This type of design is useful in measuring gain; however, it may be susceptible to subject attrition, and time limitations (too short for a program to be effective).

Figure 1.

Experimental Group	Pretest	AEMP Participation	Posttest
Control Group	Pretest	No AEMP Participation	Posttest

Study Design

In addition to a stratified random sample of 160 AEMP students from 16 schools with AEMP, a random sample of 40 students was also selected from four schools without such a program. The language assessment measures that were administered to students in Fall 1998 and also in Spring 1999 were the Speaking and Writing tests.

The study sample consists of 16 elementary schools randomly drawn from a population of 31 AEMP schools and four comparable schools that did not participate in the program as control group. The experimental and control schools had populations with over 50% of African American students. A random sampling process was used to select a teacher and 10 students (five males and five females) from each school. A total of 200 students were selected for the study. Selected teachers were notified of the students' testing dates; however, student names were held confidential until the day of testing.

TEST ADMINISTRATION

Four retired teachers who administered the test attended a 1-day orientation and training session at the Program Evaluation and Research Branch. The tests were administered over 2 days. The writing test took about 40 minutes, and the speaking test took about 25 minutes per student. Although the writing test was administered to the entire class, only scores from the selected students were included in this report. Replacements were made for selected students who were absent for the pretest, however, no replacements were made for the posttest. This was to ensure that the same students who were tested in Fall1998 were also tested in Spring1999. The test administrator collected all the test materials after the test administration and scored the writing test. The Speaking test was scored during the testing process.

Selected teachers were asked to complete a survey on the day of the test. These surveys were collected and analyzed to examine the relationship between student outcomes and teacher's backgrounds. Two program staff observed selected AEMP teachers for 2 consecutive days. Only one teacher denied a request to be observed.

INSTRUMENTS

The following instruments were used to collect data for this study:

1. The Language Assessment Measures including a Writing Assessment test and a Speaking Assessment Test:
   a. The Writing Language Assessment Tests (WLAT) was used to measure students' use and knowledge of Mainstream English Language. This test has 20 questions, based on five stories. The test administrator reads the stories to the students, and then asks questions, upon which students have to write the answer in the blank. The Writing Language Assessment (WLAT) has a reliability coefficient of 0.88 (Cronbach's alpha) (Weisbender, July 1998).
   b. The Speaking Language Assessment Test (SLAT) has three parts; the first part qualifies a student to continue or discontinue with the test. The administrator instructs the student to repeat a few words. If the student succeeds in this section, the student qualifies to continue. Part II and III are sentence repetition and a story with

illustrations. In Part II, students are instructed to repeat the sentence, and in Part III students listen to the administrator read a story. After this, the administrator asks questions while showing students the illustrations. Students are instructed to tell the administrator their answers. This test takes about 40 minutes per student to administer. The Speaking test was reported to have a reliability coefficient of 0.88, indicating a strong internal consistency of the measure (Weisbender, July 1998).

Although previous studies indicates that these tests are reliable and valid measures of student progress in writing and speaking mainstream English language, their effectiveness for the selected sample is open to question since these tests were normed on primary grades. Reliability analyses were performed to determine the degree of internal consistency for the selected samples. These analyses showed that both measures are highly reliable. Table 1 presents the results of the reliability analyses for the writing and speaking tests. These analyses show that writing test form A has a reliability coefficient (r) of 0.84 for the pretest and a reliability coefficient (r) of 0.88 for the posttest. The overall (total) reliability coefficient for the writing test form A is 0.86. Both pretest and posttest of form B writing test have a reliability coefficient (r) of 0.88.

Table 1 also includes reliability coefficients for the speaking test. Form A has a reliability coefficient (r) of 0.84 for pretest data, and a reliability coefficient (r) of 0.85 for the posttest data. The overall pretest speaking scores have a reliability coefficient (r) of 0.82. Form B pretest's reliability coefficient (r) is 0.83 and posttest's reliability coefficient (r) is 0.71. The overall posttest speaking component has a reliability coefficient of 0.79.

Table 1.
Results of the Reliability Analyses

TESTING PERIOD	FORM	TEST COMPONENT	RELIABILITY COEFFICIENT
Writing Test			
Pretest	A	Writing	0.84
Pretest	B	Writing	0.88
Overall Pretest		Writing Overall	0.86
Posttest	A	Writing	0.88
Posttest	B	Writing	0.88
Overall Posttest		Writing Overall	0.88
Speaking Test			
Pretest	A	Speaking Total	0.84
Pretest	B	Speaking Total	0.83
Overall Pretest		Speaking Overall	0.82
Posttest	A	Writing	0.85
Posttest	B	Speaking Total	0.71
Overall Posttest		Speaking Overall	0.79

Note. The alphas (reliability coefficients) are high, indicating high internal consistency among items.

2. A teacher survey was used to collect data from teachers about their backgrounds and attitudes towards the program, and towards the African American language. A copy of the teacher survey is included in Appendix A.
3. An observation matrix was used to record the level of daily implementation of the AEMP in the classroom. Two trained educators observed classroom activities for a period of 2 days. The observation matrix has 66 items categorized into six sections that measure teachers' instructional strategies, and four sections that measure students' learning behavior in the classroom on a 4-point scale. A copy of the observation matrix is included in Appendix B.

RESULTS

The results of this study are presented by restating the research questions, followed by related analyses, findings, and conclusions.

Research Questions

First Research Question

Was there a significant difference between the performance of program participants' and non-participants in the AEMP at the beginning of the program, as measured by Language Assessment Writing, and Speaking test?

Since there are two separate test forms for the Language Assessment Writing and Speaking tests (form A and B), and two groups of participants (experimental and control), a two-way analysis of variance (ANOVA) was used to examine the preexisting differences. These analyses will provide answers to the following specific questions:

1. Was there a significant difference between the experimental (AEMP participants) and control group?
2. Was there any effect for the test form?
3. Was there any interaction between the type of participants and test form?

Based on the results of the analyses presented in Tables 2, 3, and 4:

1. There was no significant difference between the experimental group and the control group as measured by the Language Assessment Writing test. The average score for the experimental group was 10.45 compared to 10.24 for the control group.
2. There was a significant effect for the Writing test form. The average score for form A (11.05) was significantly higher than form B (9.81).
3. There was no significant interaction between test form and type of participants.
4. There was no significant difference between the experimental group and the control group as measured by the Language Assessment Speaking test. The average score for the experimental group was 26.1 compared to 25.1 for the control group.
5. There was no significant difference between the Language Assessment Speaking

form A and form B. The average scores for forms A and form B were 25.86 and 25.92 respectively.

6. There was a significant interaction between the Language Assessment Speaking test form and the type of participants. Although the mean of form A and form B for the control group were the same (26.55), the mean of form A for experimental group was 25.69 compared to 26.53 for form B.

Based on the results of the analyses, we can conclude that the experimental and control groups are drawn from the same population; however, the test form is a significant contributor and should be included in the analysis of the posttest data.

Table 2.
Pretest Data Descriptive Results

TEST COMPONENT	EXPERIMENTAL		CONTROL		TOTAL	
	N	MEAN	N	MEAN	N	MEAN
Pretest Writing form A	73	11.05	17	10.82	93	10.67
Pretest Writing form B	70	9.81	20	7.70	91	9.24
Overall Pretest Writing	143	10.45	37	10.24	184	9.96
Pretest Speaking form A	80	25.69	20	26.55	100	25.86
Pretest Speaking form B	77	26.53	20	26.55	97	25.92
Overall Pretest Speaking	157	26.10	40	25.10	197	25.89

Note. Writing and Speaking pretests were administered in Fall, 1998.

Table 3.
ANOVA Summary Results for the Language Assessment Writing Test,Fall 1998

SOURCE OF VARIANCE	SUM OF SQUARES	df	MEAN SQUARE	f VALUE	p VALUE
Participant type	40.21	1	40.21	1.77	0.19
Test form	139.21	1	139.21	6.11	0.14
Type by form	25.92	1	25.92	1.14	0.29
Residual	4007.04	176	22.77		
Total	4202.31	179	23.48		

Note. Test is significant if p Value is equal to or less than 0.05.

Table 4.
ANOVA Summary Results for the Language Assessment Speaking Test, Fall 1998

SOURCE OF VARIANCE	SUM OF SQUARES	df	MEAN SQUARE	f VALUE	p VALUE
Participant type	35.82	1	35.82	2.16	0.14
Test form	37.01	1	37.01	2.23	0.14
Type by form	117.81	1	117.81	7.11	0.01
Residual	3200.26	193	16.58		
Total	3353.54	196	17.11		

Note. Test is significant if p Value is less than or equal to 0.05.
Writing and Speaking pretests were administered in Fall 1998.
Writing and Speaking posttests were administered in Spring 1999.

Second Research Question

Was there a significance difference between the performance of program participants' and non-participants in the AEMP, at the end of the program as measured by the Language Assessment Writing Test and Speaking Test?

Since there is a significant effect for the test form for the Language Assessment Writing and Speaking tests, this factor was included in the analyses of the posttest data. A two-way analysis of

the covariance (ANCOVA) was used to examine the differences between the two groups, and also to control for the effect of the test form on student performance for writing test only. Although no significant differences were found for the selection process between the experiment and control sample, however, to control for any preexisting differences between the two groups, pretest data was used as a covariate in these analyses. These analyses provided answers to the following specific questions:

1. Was there a significant difference between the experimental (AEMP participants) and control group (nonparticipants) at the end of the program?
2. Was there any effect for the test form or writing performance?
3. Was there any interaction between the type of participants and test form?

Based on the results of analyses presented in Tables 5, 6, and 7:

1. There was a significant difference between the experimental group and the control group as measured by the Language Assessment Writing test. The experimental group is performing significantly better than the control group. The average score for the experimental group was 13.1 compared to 10.8 for the control group.
2. There was no significant effect for test form on Writing posttest data. The average score for form A was 12.5 compared to 12.6 for form B.
3. There was no significant interaction between the test form and the type of participants.
4. There was no significant difference between the experimental group and the control group as measured by the Language Assessment Speaking test at the end of the program.
5. There was no significant difference between the Language Assessment Speaking form A and form B.
6. There was no significant interaction between the Language Assessment Speaking test form and the type of participants.

The data indicate that there was a significant difference between the experimental and control groups for writing performance in Mainstream American English Language (MAEL). The average score for the experimental group was significantly higher than the control group. The difference between the experimental group and the control group was 2.3 points on a 20-point scale.

No significant difference was found for the Speaking test, although there was a significant trend in favor of the experimental group, the average score for the experimental group is 27.5 compared to 26.3 for the control group. One of the possible reasons for this finding could be that the Speaking test was too easy for this group of students. The average pretest score was about 26 on a 30-point scale.

Table 5.
Posttest Data Descriptive Results

TEST COMPONENT	EXPERIMENTAL		CONTROL		TOTAL	
	N	MEAN	N	MEAN	N	MEAN
Posttest Writing form A	65	13.32	25	10.36	77	12.49
Posttest Writing form B	51	12.67	4	12.00	55	12.62
Overall Posttest Writing	120	13.10	32	10.80	152	12.59
Posttest Speaking form A	70	27.57	25	25.20	79	26.89
Posttest Speaking form B	53	27.38	6	26.83	75	27.64
Overall Posttest Speaking	123	27.50	31	26.30	154	27.25

Note. Writing and Speaking posttests were administered in Spring 1999.

Table 6.
ANOVA Summary Table for Posttest Writing Component

SOURCES OF VARIANCE	SUM OF SQUARES	df	MEAN SQUARE	f	p VALUE
Covariates Pretest	1871.24	1	1871.24	194.41	.00**
Form	86.75	1	86.75	9.01	.00**
Type	44.89	1	44.89	4.66	.00**
2-way interactions, form by type	4.16	1	4.16	.43	.51
Residual	1328.30	138	9.63		
Total	3371.39	142	23.74		

Note. Test is significant if p value is less than or equal to 0.05.

Table 7.
ANOVA Summary Table for Posttest Speaking Components

SOURCES OF VARIANCE		SUM OF SQUARES	df	MEAN SQUARE	f	p Value (Significance)
Covariates	Pretest	639.12	1	639.12	92.58	.00
Type		1.76	1	1.76	.26	.62
Residual		1042.38	151	6.90		
Total		1715.12	153	11.21		

Note. Test is significant if p value is less than or equal to 0.05.
Writing and Speaking pretests were administered in Fall 1998.
Writing and Speaking posttests were administered in Spring 1999.

Third Research Question:

Is there a significant difference (gain) between the pretest and posttest data as measured by the Language Assessment tests for both experimental group and control group?

A series of dependent t-test analyses were conducted to examine the gain for each group of participants. Since those who took form A for the pretest took form B for the posttest, the gain score here is a function of three elements for the experimental group: time (maturation), test form, and program effect. The gain score for the control group is a function of time and test form.

Based on the data presented in Table 8:

1. There was a significant and meaningful gain for the experimental group as measured by the Language Assessment Writing test. The gain is 2.5 points on a 20-point scale. The average score was 10.8 for the pretest and 13.3 for the posttest.
2. The gain for the control group is also significant, but not meaningful as it was for the experimental group. The pretest average score was 9.1 compared to 10.7 for the posttest.
3. There is a significant gain on the Speaking test for both experimental and control group; however, since the test was too easy for this group of students, it was not possible to examine the gain differences between the group of participants.

Although there was a significant gain for both experimental and control groups on the Language Assessment tests, the gain for program participants is much higher than for controls. indicating a significant effect for the program.

Table 8.
Gain Scores

GROUP TEST	Pretest Mean Score	Posttest Mean Score	Gain Score	t value	p value
Experimental Writing	10.80	13.30	2.50	7.77	<.00
Experimental Speaking	26.40	27.48	1.08	3.63	<.00
Control Writing	9.06	10.74	1.68	2.72	<.01
Control Speaking	24.64	26.32	1.68	2.90	<.01

Note. Test is significant if p Value is less or equal to 0.05.

Fourth Research Question

To what extent is the Academic English Mastery Program implemented in the schools? Descriptive statistics were used to examine the level of program implementation at each school as it was assessed by observational checklist (See Appendix B). The focus of observation was on the implementation of the following instructional strategies:

1. Linguistic awareness and infusion procedures to support language acquisition
2. Second language acquisition methodologies such as Specially Designed Academic Instruction in English (SDAIE) to support mastery of Standard American English
3. A balanced whole literacy approach to support literacy acquisition
4. Cultural awareness and infusion strategies to support learning across the curriculum
5. Methodologies build upon the learning styles and strengths of African American Standard English Language learners to support learning
6. Classroom environment methods to facilitate school language and literacy acquisition in Standard English Language learners

The observers also recorded student learning behaviors emphasized by the AEMP in the following areas:

1. Linguistic awareness and infusion
2. Standard English language acquisition
3. Literacy acquisition
4. Cultural awareness

Data presented in Table 9 indicate that:

1. The overall level of linguistic awareness to support language acquisition was about average. The average score given by two raters was about 24.5. Their score ranges from 18 to 37 on a 40-point possible scale for this measure.
2. Teachers' use of second language acquisition methodologies had an average of 21.7. Scores for this measure ranged from 15 to 29 among teachers, on a 32-point scale.
3. Teachers' observation measure of implementation of a balanced whole literacy approach had a mean of 31.6. This scale ranges from 23 to 46 on a 52-point scale with a standard deviation of 6.9. The date indicates a wide range of implementation among AEMP teachers.
4. The cultural awareness and infusion level of implementation by teachers had an average of 16.1 on a 24-point scale. This scale ranged from 9 to 24.
5. Observers' rating of the use of learning styles and strengths of African American students had an average of 17.7 on a 28-point scale, ranging from 12 to 25.
6. The availability and use of classroom environment to facilitate school had an average rating score of 13.4 on a 24-point scale, with a minimum of 8 and a maximum of 24.
7. The overall rating of the teacher level of implementation of AEMP strategies had an average score of 124.8 on a 200-point scale ranging from 96 to 183. All of the above observation measures indicate a wide range of implementation among AEMP teachers and schools.

(Observation of student learning behavior)

1. Observers' rating of the student linguistic awareness and infusion behaviors had an average of 8.5 on a 16-point scale, with a minimum of 8 and a maximum of 13.

2. Observers' rating of the student's behavior indicating standard English Language acquisition had a mean of 9.4 on a 12-point a scale with a minimum of 6 and a maximum on 12.
3. Students' behavior indicating literacy acquisition had an average of 9.4 on a 12-point scale with a minimum score of 7 and a maximum score of 12.
4. Observers' rating of student cultural awareness had a mean of 7.3 on a scale ranging from 5 to 12.

Based on the data presented in Table 9, the authors conclude that in some schools the level of implementation of instructional strategies was very high, while in other schools it was about or below average.

Table 9.
AEMP Strategies Implementation

AEMP Instructional Strategies	Mean Score	Standard Deviation	Min. Scores Obtained	Max. Scores Obtained	Max. Scores Possible
Teacher's Implementation of AEMP Instructional Strategies					
Linguistic awareness and infusion	24.50	6.30	18	37	40
Second Language Acquisition methodologies	21.70	4.40	15	29	32
A Balanced Whole Literacy Approach	31.60	6.90	23	46	52
Cultural awareness and infusion	16.10	4.40	10	24	24
Building upon the learning styles and strengths of African American Standard English Language learners	17.70	4.10	12	25	28
Classroom environment facilitating school language and literacy acquisition in Standard English Language learners	13.40	3.90	9	24	24
Overall Level of Implementation for Teachers	124.80	27.10	96	183	200
Student Learning Behaviors					
Linguistic awareness and infusion	8.50	2.20	4	13	16
Standard English Language Acquisition	14.50	3.40	9	21	24
Literacy Acquisition	9.40	1.70	6	12	12
Culture Awareness	7.30	2.10	5	12	12
Overall Student Behaviors	39.60	8.60	27	56	64

Fifth Research Question

What was the nature of relationships between the level of program implementation and student outcome as measured by the Writing and Speaking Measures?

Correlation analyses were used to examine the association between program level of implementation as rated by program observers and student outcomes as measured by language assessment tests. The correlation coefficient between the level of implementation of AEMP components and student outcomes is presented in Table 10. Data presented in this table shows that there is a significant association between "Building upon the learning styles and strengths of

African American standard English Learners" and student outcomes (r=0.19, p=0.04). There are also significant associations between student learning behaviors related to Linguistic awareness and infusion, Literacy Acquisition, and overall student behavior and student outcomes as measured by Language Assessment writing and speaking measures.

Although the association among different components of program implementation and student outcomes as measured by Language Assessment tests is not highly significant, there is ample evidence to support the findings that the higher the level of AEMP's level of implementation, the higher the student outcome. As mentioned before, these measures are limited in terms of measuring 4th grade student achievement, especially the Speaking Language Assessment Measure which is too easy to measure the speaking ability of this group of students.

Table 10.
Summary of Correlation Coefficients Between Student Outcomes (Language Assessment Tests) And Level of Program Implementation (Observation Measures)

AEMP Instructional Strategies	LANGUAGE ASSESSMENT MEASURES WRITING r	SPEAKING r
Teacher's Level of Program Implementation		
Linguistic awareness and infusion	0.07	0.08
Second Language Acquisition methodologies	0.05	0.06
A Balanced Whole Literacy Approach	0.15	0.11
Cultural awareness and infusion	0.05	0.07
Building upon the learning styles and strengths of African American Standard English Language learners	0.19*	0.12
Classroom environment facilitating school language and Literacy Acquisition in Standard English Language learners	0.12	0.11
Overall Level of Implementation for Teachers	0.12	0.11
Student Learning Behaviors		
Linguistic awareness and infusion	0.19*	0.18*
Standard English Language Acquisition	0.11	0.08
Literacy Acquisition	0.19*	0.19*
Cultural Awareness	0.11	0.10
Overall Student Behaviors	0.18*	0.16*

* = $p<0.05$

Sixth Research Question

What was the nature of the relationship between teachers' background data such as, experience, education, and extent of participation in training program provided by AEMP and student outcome measures?

Correlation analyses were used to examine the level of association between teachers' background data and student outcomes. A moderate but significant association was found between teachers' years of teaching experience in general, teachers' years of employment in LAUSD, and teacher's level of education and student outcome as measured by the Writing Language Assessment tests. No significant association was found between teachers' years of experience and Speaking Language Assessment scores because of the lack of variability in the test results. Teachers' level of education had a positive impact on both measures of language assessment. Results of these analyses are presented in Table 11. No significant association was found between teachers' level of participation in inservices and student outcomes.

Table 11.
Summary of Correlation Coefficients between Student Outcomes (Language Assessment Tests) and Teachers' Experience, Education, and Extent of Participation in Training Program Provided by AEMP

TEACHERS' LEVEL OF EXPERIENCE, EDUCATION AND EXTENT OF PARTICIPATION	PEARSON'S CORRELATION (r)	
	WRITING	SPEAKING
Years of teaching anywhere	0.21*	0.07
Years teaching at LAUSD	0.22*	0.10
Level of Education	0.26*	0.21*
Training Program Participation	0.13	0.04

* = $p<0.05$

SUMMARY OF FINDINGS

(Pretest data Fall 1998)

1. There was no significant difference between the experimental group and the control group as measured by the Language Assessment Writing test.
2. A significant effect was found for the Language Assessment Writing test form for the pretest data.
3. There was no significant interaction between test form and type of participants.
4. No significant difference was found between the experimental group and the control group as measured by the Language Assessment Speaking test.
5. No significant difference was found between form A and form B of the Language Assessment Speaking test.
6. A significant interaction was found between the Language Assessment Speaking test form and the type of participants.

(Posttest data Spring 1999)

7. There was a significant difference between the experimental group and the control group as measured by the Language Assessment Writing test. The experimental group's level of performance was higher than the control group.
8. There was no significant effect for test form on Writing posttest data.
9. There was no significant interaction between the test form and the type of participants.
10. Although there was a trend in favor of experimental group, there was no significant difference between the experimental group and the control group as measured by the Language Assessment Speaking test.
11. There was no significant difference between the Language Assessment Speaking form A and form B.
12. There was no significant interaction between the Language Assessment Speaking test form and the type of participants.
13. There was a significant and meaningful gain for the experimental group as measured by the Language Assessment Writing test.
14. The gain for the control group was also significant, but not as meaningful as it was for the experimental group.
15. There was a significant gain on the Speaking test for both experimental and control

group; however, since the test was too easy for this group of students, it was not possible to examine the gain differences between the groups of participants.

(Observation of the teachers' level of implementation of AEMP instructional strategies and student learning behaviors)

16. The overall rating of the teacher level of implementation of AEMP strategies and student behavior was about average with a large standard deviation indicating a wide range of implementation among AEMP teachers and schools.
17. A significant association was found between some elements of program implementation such as "Building upon the learning styles and strengths of African American Standard English Learners" and student outcomes.
18. There are also significant associations between student learning behaviors related to Linguistic awareness and infusion, Standard Language Acquisition, Literacy Acquisition, and overall student behavior and student outcomes.

(Teacher background data)

19. A moderate but significant association was found between teachers' years of teaching experience in general, teachers' years of employment in LAUSD, teacher's level of education and student outcome as measured by the Writing Language Assessment test scores.
20. No significant association was found between teachers' years of experience and Speaking Language Assessment scores because of the lack of variability in the test results. Teachers' level of education had a positive impact on both measures of language assessment.
21. No significant association was found between teachers' level of participation in inservices and student outcomes.

Conclusions and Recommendations

Based on the results of this study we have concluded that:

1. The Academic English Mastery program is effective in improving academic use of English language.
2. Program effectiveness can be improved where teachers are motivated to implement and utilize program principles to their fullest extent.
3. Teachers with higher level of experience and education are more successful in

improving student achievement.

Based on our finding we recommend that:

1. AEMP be continued and expanded with a higher level of supervision on implementation of the program.
2. A series of tests be designed to measure students' success at different grades and ages.
3. Other nonstandard English Language minorities to be included in future studies.
4. Longitudinal studies be conducted to examine the long-term impact on this program.

APPENDIX A

TEACHER SURVEY

Los Angeles Unified School District
Program Evaluation and Research Branch

Academic English Mastery Program Evaluation

Teacher Survey

Dear Teacher,

This survey is part of the evaluation of the Academic English Mastery Program (AEMP), previously known as Language Development Program for African American Students (LDPAAS). You have been randomly selected to participate in this study. Your honest opinion and feedback is vital to this evaluation. Information you provide is confidential and your name or your school's name will not be revealed in our evaluation report.

Please answer the following questions by **writing** your response to each question or by **checking** the most appropriate option.

1. Your school name _____

2. Your name (optional)_____

3. Your total years of teaching (any district/school system)_____

4. Years of teaching in LAUSD_____

5. Years of experience as AEMP/ LDPAAS teacher_____

6. Your education BA/BS___ MA/MS___ PhD/EdD___

   Other (Please Specify)_____

7. Your ethnicity African Am.___ Am. Indian/Alaskan Native___ Asian___

   Hispanic___ Filipino___ Pacific Isl.___ White___

8. Have you received any of the AEMP/LDPAAS educational inservices during the last three years?
   Yes___ No___

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9. If your answer to item 8 is **"yes"**, please write the number of times you have participated in each of the following inservices. If your answer to item 8 us **"No"** then skip this item.

Topic of Inservice	Inservices/Activities	No. of times participated
Educational Seminars	Language acquisition and the African American students	
	Language acquisition and the Chicano students	
	Literacy and learning: Building on the learning styles and strengths of students who speak non-standard language form	
	Cultural grounding: Educating students in the context of their culture	
Facilitator Staff Development	Summer staff development institute	
	Bi-monthly staff development meetings	
Model Demonstration Lessons	Grades K-1 facilitators	
	Grades 2-3 facilitators	
	Grades 4-5 facilitators	
	Grades 6-8 facilitators	
Instructional Strategies, Collaboratives and Cultural Day	School instructional activities conducted during 1st and 2nd semester by grade level facilitators	
Instructional Observations for Teachers and Facilitators	Oral language acquisition	
	Written language development	
	Contrastive analysis	
	Literacy & learning in the context of culture	
School Site Staff Development	Schools staff development to enhance teachers effectiveness in using AEMP/LDPAAS instructional Strategies	
Weekend Staff Development	Weekend professional staff development conferences	
Technology Training Courses	Using computer to develop language rich classroom	
	Desktop Publishing	
	Introduction to multimedia	
	Maintaining a technology rich classroom	

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10. If you received inservices for this program, how useful was the given information in improving your skills and knowledge?

Not Useful__ Somewhat Useful__ Mostly Useful__ Very Useful__

11. How effective the AEMP is in improving student's fluency in speaking Mainstream American English(MAE).

Not Effective__ Somewhat Effective__ Mostly Effective__ Very Effective__

12. How effective the AEMP is in improving student's writing abilities in MAE?

Not Effective__ Somewhat Effective__ Mostly Effective__ Very Effective__

13. During the school day, how often had your students have the opportunity to **hear** you speaking in MAE?

Never__ Occasionally(once or twice)__ Most of the Time__ Always__

14. During the school day, how often had your students have the opportunity to **hear you read** in MAE?

Never__ Occasionally(once or twice)__ Most of the Time__ Always__

15. During the school day, how often had your students have the opportunity to **speak** MEA?

Never__ Occasionally (once or twice)__ Most of the Time__ Always__

16. How familiar are you with AEMP and its objectives?

Not familiar__ Somewhat familiar__ Very Familiar__

17. How do you define Contrastive Analysis Technique?

_____

_____

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18. How familiar are you with the "contrastive analysis" procedure?

Not familiar at all__ Somewhat familiar__ Very Familiar__

19. To what extent African American English language is a misuse of the Standard American English?

Not at all___ Slightly___ A great deal___ Totally___ I do not know___

20. To what extent African American English language is a systematic, rule-governed, and authentic language?

Not at all___ Slightly___ A great deal___ Totally___ I do not know___

(For item 21 to 30)

During this school year, how often did your students have opportunities to:

21. Experience oral communication patterns of Standard American English?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

22. Use Academic American English Vocabulary?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

23. Use Mainstream American English in an appropriate situation?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

24. Learn patterns of written communication?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

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25. Engage in the entire writing process?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

26. Differentiate linguistic features of non-standard English language from standard/academic English language?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

27. Read books or stories for enjoyment?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

28. Build knowledge of the alphabet, sounds, and symbols?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

29. Understand that print and illustrations carry meaningful messages?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

30. Develop an expended knowledge and appreciation of diverse languages and cultures?

Never__ Rarely__ Once a week__ A few times a week__ Everyday__

I do not know__

31. Are you interested in receiving a copy of our evaluation report?

Yes___ No___

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APPENDIX B

OBSERVATION CHECKLIST

Academic English Mastery Program
Instructional Framework Criteria
OBSERVATION MATRIX

School Name:

Teacher Name:

Grade Level:_____ Class Size:_____ No. of LEP Students:_____

No. of Non-standard English Speakers including LEP students:

Please rate the following items using a scale of 1 (the least) to 4 (the most) Observation Key - Classroom Environment (CE), Observed Instruction (OI), Teacher Inquiry (TI), Student Inquiry (SI) and/or Expert Opinion (EO)

AEMP INSTRUCTIONAL STRATEGIES

Linguistic Awareness and Infusion to support language acquisition
THE TEACHER IN THIS CLASSROOM:

1. Demonstrates knowledge of non-standard languages their system of rules, sounds and meaning and their impact on learning	1	2	3	4
CE OI TI EO SI				
2. Conveys knowledge of his/her non-standard language speaking students history and culture.	1	2	3	4
CE OI TI EO SI				
3. Exposes students to oral communication patterns of standard American English.	1	2	3	4
CE OI TI EO SI				
4. Introduces students to Standard American English vocabulary and provide opportunities for use.	1	2	3	4
CE OI TI EO SI				
5. Uses linguistic contrastive analysis.	1	2	3	4

CE OI TI EO SI

6. Uses contextual & situational contrastive analysis to edit oral and written language for MAE structure . 1 2 3 4

CE OI TI EO SI

7. Matches text with oral language of the reader. 1 2 3 4

CE OI TI EO SI

8. Models Mainstream American English (MAE) in oral and written form. 1 2 3 4

CE OI TI EO SI

9. Analyzes linguistic differences between MAE and home languages. 1 2 3 4

CE OI TI EO SI

10. Provides opportunities for students to differentiate the linguistic features of non-standard language forms from those of standard language. 1 2 3 4

CE OI TI EO SI

Second-Language-Acquisition methodologies including (SDAIE) to support mastery of standard American English.
THE TEACHER IN THIS CLASSROOM:

11. Provides students with oral communication models of MAE. 1 2 3 4

CE OI TI EO SI

12. Emphasizes naturalistic language experiences that foster academic language development 1 2 3 4

CE OI TI EO SI

13. Acknowledges and respects cultural and linguistic diversity 1 2 3 4

CE OI TI EO SI

14. Activates and uses students' background knowledge 1 2 3 4

CE OI TI EO SI

15. Uses visuals, realia, manipulatives, graphic organizers, media and other sources to explain concepts 1 2 3 4

CE OI TI EO SI

16. Negotiates and clarifies meaning throughout lessons 1 2 3 4

CE OI TI EO SI

17. Uses flexible grouping for instruction (e,g., in pairs collaboratively or cooperatively, heterogeneously or homogeneously) 1 2 3 4

CE OI TI EO SI

18. Questions appropriately (using referential questions, wait time, comprehension checks) 1 2 3 4

CE OI TI EO SI

A **Balanced Whole Literacy Approach to support Literacy Acquisition**
THE TEACHER IN THIS CLASSROOM:

19. Uses language experience to write down student talk. 1 2 3 4

CE OI TI EO SI

20. Allows students to read aloud 1 2 3 4

CE OI TI EO SI

21. Provides students opportunities for FVR & SSR. 1 2 3 4

CE OI TI EO SI

22. Reads to students. 1 2 3 4

CE OI TI EO SI

23. Uses the Writing Process 1 2 3 4

CE OI TI EO SI

24. Emphasizes word patterns. 1 2 3 4

CE OI TI EO SI

25. Introduce contrastive analysis
to support phonetic analysis. 1 2 3 4

CE OI TI EO SI

26. Teaches sound similarities and differences
i.e., addresses homophones created in the context
of home language (AAL) usage. 1 2 3 4

CE OI TI EO SI

27. Provides students with written communication
models of MAE. 1 2 3 4

CE OI TI EO SI

28. Encourages & provides opportunities for students to write. 1 2 3 4

CE OI TI EO SI

29. Provides opportunity for students to share
their writing. 1 2 3 4

CE OI TI EO SI

30. Uses technology to develop written language. 1 2 3 4

CE OI TI EO SI

31. Integrates listening, speaking, reading, and writing,
into classroom activities. 1 2 3 4

CE OI TI EO SI

Cultural Awareness and infusion to support learning across the curriculum
THE TEACHER IN THIS CLASSROOM:

32. Recognizes the student's history and culture.	1	2	3	4
CE OI TI EO SI				
33. Accommodates the child's culture and language in his/her teaching process.	1	2	3	4
CE OI TI EO SI				
34. Supports his/her student's cultural identity.	1	2	3	4
CE OI TI EO SI				
35. Infuses student's history and culture into the curriculum.	1	2	3	4
CE OI TI EO SI				
36. Creates a classroom environment that encourages Students to recognize, respect, and appreciate their language and culture.	1	2	3	4
CE OI TI EO SI				
37. Uses literature that reflects the students' home lives	1	2	3	4
CE OI TI EO SI				

Builds upon the Learning Styles and strengths of African American Standard English Language Learners to support learning.
THE TEACHER IN THIS CLASSROOM:

38. Is knowledgeable of the learning styles and strengths of African American Standard English Language Learners	1	2	3	4
CE OI TI EO SI				

39. Builds upon learning styles to foster academic success.
CE OI TI EO SI 1 2 3 4

40. Encourages students' verbal participation through Instructional Conversations. 1 2 3 4

CE OI TI EO SI

41. Takes students' individual differences into account 1 2 3 4

CE OI TI EO SI

42. Presents the same curriculum to all students. 1 2 3 4
CE OI TI EO SI

43. Incorporates high movement content materials and high movement context approaches into instruction. 1 2 3 4

CE OI TI EO SI

44. Arranges the room environment in a way that creates the spatial context for movement and collaborative learning activities. 1 2 3 4

CE OI TI EO SI

The Classroom Environment facilitates school language and literacy acquisition in Standard English Language Learners
THE TEACHER IN THIS CLASSROOM:

45. Has a classroom library that includes culturally conscious literature, magazines and newspapers, that reflects the students home life, and personal interests. 1 2 3 4

CE OI TI EO SI

46. Has a listening center that includes cultural folklore, storytelling, books on tape, and provides models of the language of school. 1 2 3 4

CE OI TI EO SI

47. Has a cultural center featuring art and artifacts, games, pictorial histories, family trees etc. 1 2 3 4

CE OI TI EO SI

48. Uses technology as learning tools including, computers, audio cassette recorders, headphones, overhead projectors, TV/VCR, video cameras, electronic thesauruses, etc. 1 2 3 4

CE OI TI EO SI

49. Provides a print rich environment that includes writing centers, teacher and student-generated lists, word walls, message boards, Big books, and journals. 1 2 3 4

CE OI TI EO SI

50. Incorporates home, parent, and community in a supportive relationship with the educational process. 1 2 3 4

CE OI TI EO SI

AEMP STUDENT LEARNING BEHAVIORS

Linguistic Awareness and Infusion
IN THIS CLASSROOM, THE STUDENTS:

51. Are able to identify the linguistic characteristics of non-standard language forms 1 2 3 4

CE OI TI EO SI

52. Are able to recognize linguistic differences between MAE and their home language 1 2 3 4

CE OI TI EO SI

53. Are able to use language appropriately in all situations 1 2 3 4

CE OI TI EO SI

54. Appear comfortable expressing themselves in their home language and the language of instruction 1 2 3 4

CE OI TI EO SI

Standard English Language Acquisition
IN THIS CLASSROOM, THE STUDENTS

55. Listen attentively to what the teacher says. 1 2 3 4

CE OI TI EO SI

56. Have a chance to communicate their thoughts and ideas. 1 2 3 4

CE OI TI EO SI

57. Tutor and edit each other's work. 1 2 3 4

CE OI TI EO SI

58. Are able to use multi-media to express their ideas. 1 2 3 4

CE OI TI EO SI

59. Use dictionaries, thesauruses, and other resources. 1 2 3 4

CE OI TI EO SI

60. Participate in classroom discussion and activities. 1 2 3 4

CE OI TI EO SI

Literacy Acquisition IN THIS CLASSROOM, THE STUDENTS:

61. Read daily 1 2 3 4

CE OI TI EO SI

62. Exhibit phonemic awareness 1 2 3 4

CE OI TI EO SI

63. Write daily 1 2 3 4

CE OI TI EO SI

Culture Awareness IN THIS CLASSROOM, THE STUDENTS:

64. Talk about their culture and family history. 1 2 3 4

CE OI TI EO SI

65. Show interests in other cultures presented to them. 1 2 3 4

CE OI TI EO SI

66. Are able to discuss cultural issues in a structured setting. 1 2 3 4

CE OI TI EO SI

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